



## HAND MIDDLE

2600 Wheat Street  
Columbia, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	884 Students	
<b>Principal</b>	Marisa Vickers	803-343-2947
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Average
2008	Average	Average
2007	Average	Good
2006	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

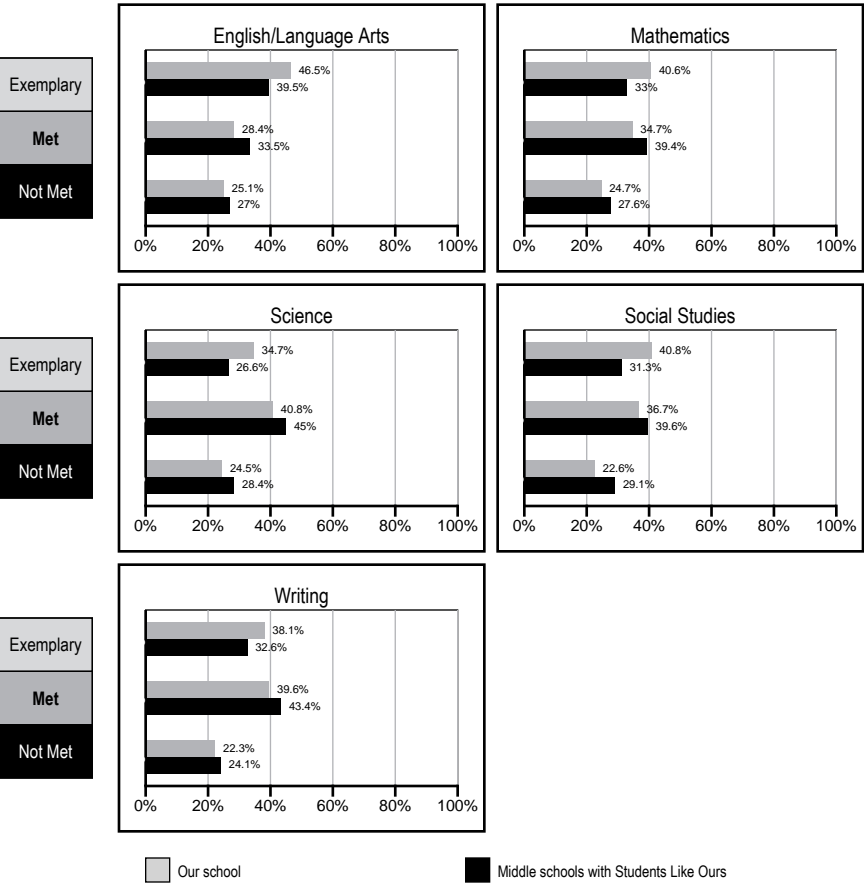
94.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	15	25	0	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	99.2%	97.6%
English 1	N/A	95.6%
Physical Science	N/A	25.9%
US History and the Constitution	N/A	N/A
All Subjects	99.2%	95.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=884)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	58.3%	Down from 63.4%	32.7%	24.2%
Retention rate	0.5%	Down from 0.6%	0.6%	0.7%
Attendance rate	95.9%	Down from 96.1%	96.0%	95.9%
Eligible for gifted and talented	38.1%	Up from 32.0%	20.9%	16.4%
With disabilities other than speech	12.0%	Up from 10.0%	11.7%	12.0%
Older than usual for grade	0.9%	Down from 1.1%	2.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.8%	0.9%	0.5%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=61)</b>				
Teachers with advanced degrees	65.6%	Down from 66.2%	59.0%	58.5%
Continuing contract teachers	83.6%	Up from 70.8%	83.3%	80.0%
Teachers with emergency or provisional certificates	5.2%	Down from 7.9%	3.8%	4.0%
Teachers returning from previous year	89.4%	Down from 89.6%	85.6%	84.6%
Teacher attendance rate	94.2%	Down from 95.5%	95.7%	95.4%
Average teacher salary*	\$50,158	Up 2.2%	\$47,047	\$46,561
Professional development days/teacher	13.0 days	Up from 11.6 days	10.2 days	10.2 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 19.2 to 1	23.0 to 1	21.1 to 1
Prime instructional time	88.2%	Down from 90.4%	90.6%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.7%	Down from 93.6%	98.6%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,117	Down 2.3%	\$7,213	\$7,802
Percent of expenditures for instruction**	74.1%	Down from 74.6%	64.2%	63.8%
Percent of expenditures for teacher salaries**	69.5%	No Change	60.3%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During 2009-2010 school year, Hand Middle School had many outstanding accomplishments in the school's five "A's," including academics, attendance, arts, athletics, and attitude. These included 47 S.C. Junior Scholars, 62 Middle School Scholars, and 11 Duke TIP Scholars, including one Duke TIP Grand Honoree. A Hand student was recognized as the winner of the district's State Superintendent of Education Writing Award. Hand is home of the 2010 South Carolina Assistant Principal of the Year and the Richland District One Teacher of the Year. As we "Teach, Learn and Build Character," literacy is an overarching focus. All students were enrolled in a daily reading class, as well as the traditional core and elective classes. Throughout the school year, the students participated in the 25-Book Reading Challenge. All eighth grade students completed an Individual Graduation Plan. The Comprehensive Remediation Program, the mPowered mentoring program, reading and math support classes and African American Promise provided subject area support and assistance. Hand continues as an Arts in the Basic Curriculum site and Distinguished Arts Program school, receiving grant funding for arts instruction and integration. Eleven students were accepted into the Governor's School for the Arts. The band program earned the South Carolina Band Directors Association Outstanding Performance Award. Single gender classes are a choice program in all grades. Athletic recognitions included the girls basketball team as the first-place regular season and tournament district champions, as well as the girls track team receiving first place district honors. One hundred percent of teachers completed technology planning and strategies, integrating information literacy standards. One hundred percent of the staff is highly qualified. The Hand community helped to foster success in the school, particularly with the accreditation process. The PTO supported school initiatives, including the installation of school technology. The School Improvement Council assisted with efforts to bridge achievement and literacy gaps. A partnership between the Hand Educational Foundation and the City of Columbia transformed the amphitheatre project into a reality with the grand opening at Emily Douglas Park. The amphitheatre provides a beautiful venue for school productions and performances. Supporting our amphitheatre, the Foundation sponsored our gala fundraiser. The Cluster of Churches brought in volunteers and resources and supported our annual school-wide Family Math and Reading Nights. The parent and community liaison provided additional assistance for student and community needs. In its inaugural year, the athletic booster club provided motivational and financial resources for our student athletes. Hand for Haiti provided significant financial support to the American Red Cross and purchased tents for Haitian efforts. The Student Council assisted with raising funds for Pennies for Patients and sponsored our school talent show. Hand earned Green Steps through composting, beautification, and waste reduction. To improve the success of all students in English language arts and math, the students participated in Measure of Academic Progress (MAP) testing. For students in need of additional assistance, reading and math lab classes were offered. Challenges included increasing teacher/pupil ratios with reduced staffing in classrooms and reduced course offerings due to financial constraints, a new state assessment format, the needs of students whose families live in poverty, and the ongoing challenge of aligning instruction and assessment to the state standards.

Marisa P. Vickers, Principal

Stacey Lindenberg, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	240	123
Percent satisfied with learning environment	93.3%	81.9%	89.4%
Percent satisfied with social and physical environment	100.0%	87.8%	88.2%
Percent satisfied with school-home relations	93.3%	87.3%	79.3%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	853	100	25.1	28.4	46.5	83.2	78.2	83.5	Yes	Yes
<b>Gender</b>										
Male	423	100	28.1	25.5	46.4	79.1	74.7	80.1	N/A	N/A
Female	430	100	22.2	31.1	46.7	87.2	81.6	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	296	100	11.1	18.1	70.8	93.8	93.3	89.6	Yes	Yes
African American	500	100	34.9	35.9	29.2	76.3	74.2	74.6	Yes	Yes
Asian/Pacific Islander	16	100	6.3	12.5	81.3	93.8	84.2	92.7	I/S	I/S
Hispanic	33	100	17.9	21.4	60.7	82.1	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	99	100	71.1	16.7	12.2	46.7	45.3	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	26.3	21.1	52.6	73.7	77.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	432	100	37.3	37.3	25.4	73.5	73.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	853	100	27.9	35.6	36.5	79.5	72	80.4	Yes	Yes
<b>Gender</b>										
Male	423	100	27.3	32.7	40.1	78.3	70.3	78.4	N/A	N/A
Female	430	100	28.4	38.5	33.1	80.7	73.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	296	100	12.5	25.3	62.2	90.6	90.2	87.8	Yes	Yes
African American	500	100	38.6	42.3	19.2	71.9	67	69.3	Yes	Yes
Asian/Pacific Islander	16	100	18.8	18.8	62.5	87.5	88.4	93.5	I/S	I/S
Hispanic	33	100	21.4	35.7	42.9	82.1	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	99	100	71.1	23.3	5.6	38.9	34.8	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	31.6	31.6	36.8	73.7	80	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	432	100	42.2	40.4	17.5	68.4	65.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	569	100	24.5	40.9	34.7	75.5	56.5	67.3
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**Gender**

Male	286	100	23.4	36.8	39.8	76.6	56.1	66.9
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Female	283	100	25.6	45	29.4	74.4	56.8	67.7
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**Racial/Ethnic Group**

White	196	100	10.6	33.9	55.6	89.4	86.3	79.6
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African American	336	100	34.4	46.4	19.2	65.6	48.2	49.7
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	76.2	84.4
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Hispanic	22	100	21.1	15.8	63.2	78.9	64.9	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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**Disability Status**

Disabled	70	100	60.3	28.6	11.1	39.7	23.9	33.8
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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**English Proficiency**

Limited English Proficient	12	100	33.3	33.3	33.3	66.7	62.7	58.6
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**Socio-Economic Status**

Subsidized meals	288	100	38.6	44.4	17	61.4	46.5	55.4
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**Social Studies**

All Students	573	100	22.5	36.8	40.7	77.5	64	70.9
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**Gender**

Male	288	100	26	28.7	45.3	74	61.9	70.1
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Female	285	100	19	44.8	36.2	81	66.1	71.7
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**Racial/Ethnic Group**

White	203	100	12.1	25.6	62.3	87.9	86.9	79.2
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African American	329	100	31.2	43.3	25.5	68.8	57.7	58.4
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Asian/Pacific Islander	12	100	8.3	25	66.7	91.7	82.1	86.8
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Hispanic	24	100	5.3	57.9	36.8	94.7	67.6	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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**Disability Status**

Disabled	66	100	62.3	26.2	11.5	37.7	31.7	39.3
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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**English Proficiency**

Limited English Proficient	9	I/S	N/A	N/A	N/A	100	65.2	68
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**Socio-Economic Status**

Subsidized meals	274	100	35.8	44.4	19.8	64.2	56.5	60.8
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Abbreviations for Missing Data

N/A—Not Applicable

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N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	864	99.7	22.2	39.7	38.2	77.8	63.4	72.1	95.9	95.9
Gender										
Male	435	99.3	27	37.7	35.2	73	56.3	65.2	95.5	95.7
Female	429	100	17.4	41.6	41.1	82.6	70.4	79.2	96.3	96.1
Racial/Ethnic Group										
White	301	99.7	10.6	29.1	60.3	89.4	86.2	80.8	96.1	96
African American	506	99.6	30.7	46.3	23	69.3	57.3	59.7	95.8	95.9
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	81.1	87	95.5	96.2
Hispanic	32	100	17.9	39.3	42.9	82.1	62.9	64.6	96.2	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	103	98.1	76.3	18.3	5.4	23.7	21.1	27.7	94.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	26.3	36.8	36.8	73.7	60.7	63.7	96.9	96.3
Socio-Economic Status										
Subsidized meals	439	99.5	34.2	46.2	19.6	65.8	55.2	61.9	95.1	95.7

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	276	100	13.9	37.1	49	86.1
	7	284	100	22.3	33.8	43.8	77.7
	8	273	99.6	22.9	33.7	43.4	77.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	287	100	24.2	32.2	43.6	75.8
	7	288	100	24.6	21.6	53.8	75.4
	8	278	100	26.5	31.2	42.3	73.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	276	100	22	35.1	42.9	78
	7	284	100	25.4	38.5	36.2	74.6
	8	274	99.6	35.7	28.1	36.1	64.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	287	100	28.6	32.2	39.2	71.4
	7	288	100	20.8	36.4	42.8	79.2
	8	278	100	34.2	38.5	27.3	65.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	138	97.8	26.8	52	21.3	73.2
	7	284	100	18.1	46.9	35	81.9
	8	136	100	30.4	32.8	36.8	69.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	142	100	40.3	41.8	17.9	59.7
	7	288	100	17.4	43	39.6	82.6
	8	139	100	22.7	35.6	41.7	77.3

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	138	97.1	8.5	53.1	38.5	91.5
	7	284	100	30.8	26.5	42.7	69.2
	8	137	100	23.4	36.3	40.3	76.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	146	100	20.9	48.9	30.2	79.1
	7	288	100	24.9	31.7	43.4	75.1
	8	139	100	19.4	34.1	46.5	80.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	275	100	19.1	43.9	37	80.9
	7	280	98.9	23	32.6	44.4	77
	8	276	99.3	27.2	31.1	41.6	72.8
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	296	99.3	23.4	38.8	37.8	76.6
	7	286	100	22.8	41	36.2	77.2
	8	282	99.7	20.3	39.1	40.6	79.7

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample